



Research on Ideological and Political Education in English Courses at Medical Universities from the Perspective of Global Competence

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Abstract: Against the backdrop of accelerated globalization and China's increasingly prominent role in global governance, higher foreign language education is tasked with cultivating talents possessing international competence. However, ideological and political education in English courses at medical universities often suffers from superficial implementation and forced integration. This paper elaborates on the origin and dimensions of global competence and, based on the characteristics of medical university students, identifies four dimensions and twenty-three indicators of their global competence. It further analyzes the issues existing in the ideological and political teaching of English courses in Chinese medical universities in terms of teaching philosophy, objectives, resources, and methods. Oriented by global competence, the paper proposes practical pathways including multi-level needs analysis, clear teaching objectives, integration of region-specific ideological and political resources, and the use of digital empowerment to design tasks and evaluation systems. These recommendations aim to provide feasible solutions for high-quality ideological and political education in English courses at medical universities, thereby enhancing medical students' comprehensive competencies in global contexts.

Keywords: medical universities, global competence, indicators, English teaching

1. Introduction

In the context of accelerating globalization and profound changes unseen in a century, the global flow of markets, technology, talent, and information has become the norm. Meanwhile, challenges such as climate change, food security, energy crises, and geopolitical tensions continue to emerge. China's role in the global governance system has become increasingly prominent. In the face of the profound transformation of the international order and global governance system, there is an urgent need for China to cultivate a large number of internationalized talents who are well-versed in the policies of the Party and the nation, possess global vision, understand international rules, are proficient in foreign languages, and excel in international negotiation and communication. As such, higher foreign language education has been entrusted with the significant mission of cultivating internationally competent talents. The College English Teaching Guidelines (2020 Edition) clearly state that ideological and emotional resources should be fully explored in all aspects of curriculum development, textbook compilation, and teaching implementation in College English. This aims to ensure that College English plays an important role in fulfilling the fundamental task of moral education in higher education institutions (College Foreign Language Teaching Advisory Board, Ministry of Education, 2020). However, ideological and political education in English courses at medical universities still faces issues of superficiality and forced integration. The content of ideological and political education in English courses for "New Medical Sciences" lacks deep interdisciplinary integration with science, engineering, and humanities. The focus of ideological and political teaching also requires further refinement and improvement. This paper, oriented by global competence, draws upon the author's two years of teaching practice and reflection on ideological and political education in English courses at a medical university, and proposes feasible suggestions for high-quality curriculum development in this area.

2. Overview of Global Competence

2.1 The Origin of Global Competence

The concept of "global competence" was first introduced in the 1988 report *Educating for Global Competence* published in the United States, which formally established global competence education as a new mission for higher education and later extended it to the field of basic education at the beginning of the 21st century. While this concept developed in the United States, other countries also began to join the effort to cultivate global competence. In 2016, Tsinghua University's Global Strategy proposed that global competence is "the ability to effectively learn, work, and interact with others in international and multicultural environments." On December 12, 2017, the Organization for Economic Co-operation and Development

(OECD), in collaboration with Harvard University, released the PISA Global Competence Framework and formally incorporated "global competence" (also referred to as "global literacy") into the 2018 PISA assessment. This framework defines global competence as a multidimensional concept that integrates knowledge, skills, attitudes, and values, and applies them successfully to global issues and cross-cultural situations. This move garnered widespread international attention.

2.2 Definition of Dimensions of Global Competence

Currently, there are numerous definitions of global competence, and there is no consensus on the delineation of its dimensions. However, the definitions can generally be classified into three types: Some international organizations and authoritative institutions define global competence based on the demands of globalization, national development strategies, trends in higher education internationalization, and their own professional backgrounds. Tsinghua University defines the dimensions of "global competence" as "the ability to effectively learn, work, and interact with others in international and multicultural environments." From the cognitive, personal, and interpersonal levels, Tsinghua constructed a model of six core competencies of global competence, including language, world culture and global issues, ethics and responsibility, self-awareness and self-confidence, openness and respect, and communication and collaboration (Tsinghua University, 2016). The PISA 2018 Global Competence Framework defines the dimensions of global competence as: the ability to examine local, global, and cross-cultural issues, to understand and appreciate others' perspectives and worldviews, to interact openly, appropriately, and effectively with people from different cultures, and to take actions for collective well-being and sustainable development (PISA, 2018). The second type of definition classifies global competence from a psychological perspective. For example, in 1993, Richard D. Lambert proposed that global competence should include five components: knowledge, empathy, approval, foreign language competence, and task performance. The third type defines the dimensions from a practical and procedural perspective. C.L. Olson provided an operational definition of global competence: students must possess substantive knowledge about language, culture, and global issues, perceptual understanding such as open attitudes, overcoming stereotypes, complex thinking, and perspective awareness, as well as intercultural communication skills like adaptability, empathy, cross-cultural awareness, and relationship-building skills, to effectively interact in an interdependent world. B. Hunter proposed a concentric circle model of global competence, which consists of the following dimensions from the innermost to the outermost: attitudes, knowledge, and skills/experiences.

In summary, although numerous studies present diverse definitions of the concept of global competence, this also reflects that global competence is a more complex concept than traditional competencies. It is an individual's latent, implicit trait, and its logical structure includes individual characteristics, behavioral traits, and contextual conditions. Therefore, global competence refers to the knowledge, skills, attitudes, and values (individual characteristics) that students, situated in a specific global context (contextual conditions), must possess to handle concrete situations in response to the opportunities and challenges brought by globalization, as well as the ability to translate these knowledge, skills, attitudes, and values into practical actions that improve reality (behavioral traits).

2.3 Dimensions of Global Competence for Students in Medical Higher Education Institutions

Based on the contextual conditions of regional development, the author thoroughly analyzes the individual characteristics of students in medical higher education institutions. Combining the above definitions of global competence, the global competence of medical students is defined as four dimensions, with 23 specific indicators (see Table 1). These four dimensions are progressively structured and collectively form the theoretical framework of global competence for students in medical higher education institutions.

Table 1. Global Competence Categories for Students in Medical Higher Education Institutions

Dimension	Specific Indicators
Knowledge	(1) Understanding and mastery of knowledge about one's own country and region; (2) Understanding of global culture, history, geography, economics, and society; (3) Cross-cultural knowledge; (4) Language and professional knowledge.
Skills	(1) Medical professional skills; (2) Competitiveness and cooperation ability; (3) Cross-cultural communication skills; (4) Critical thinking ability; (5) Advanced application and control of AI technology.

Dimension	Specific Indicators
Attitudes and Values	(1) Empathy; (2) Open and inclusive mindset; (3) Strong sense of responsibility; (4) Cultural awareness and confidence; (5) Global thinking and global perspective; (6) Willingness to explore and learn new things; (7) Understanding and appreciating diversity; (8) Maintaining dignity while communicating with different cultures; (10) Resilience.
Action	(1) The ability to contribute to the development of globalization and the well-being of humanity; (2) Problem analysis and problem-solving ability; (3) Time planning; (4) Execution ability.

3. Current Issues in Ideological and Political Education in English Courses at Chinese Medical Higher Education Institutions

The English teaching in Chinese medical higher education institutions is primarily divided into general English teaching and English for specific purposes (ESP) in medicine. The ideological and political education in these two aspects of English courses faces the following issues: (1) In terms of teaching philosophy, some teachers lack a deep and comprehensive understanding of ideological and political education in English courses. They focus only on the "instrumental" aspect of university English teaching and neglect its "humanistic" dimension, still treating English teaching as purely language skill training. (2) In terms of teaching objectives, many teachers fail to organically integrate ideological and political education with medical professional knowledge and general English teaching content. This results in a phenomenon where ideological and political education and English teaching are treated as separate entities. (3) In terms of teaching resources, there are difficulties in exploring and integrating resources for ideological and political education in English courses. Medical English textbooks contain very little specialized ideological content, and the content is not closely aligned with the future development paths of medical students, leading to superficial and forced integration. (4) In terms of teaching methods, many teachers still use traditional teacher-centered lecturing methods, lacking diversified and digital teaching approaches. These methods do not meet the current needs of students and fail to stimulate students' interest and initiative in learning.

4. Practical Approaches to Ideological and Political Education in English Courses at Medical Higher Education Institutions, Guided by Global Competence

Through analyzing the current issues in the ideological and political education in English courses at Chinese medical higher education institutions, the author reconstructs and optimizes the teaching model for English courses based on the global competence framework of medical students. The following feasible paths are summarized:

4.1 Multi-level Needs Analysis Combined with the "Global Competence" Framework of Medical Higher Education Institutions

Firstly, at the national level, the Ministry of Education and other five departments have called for strengthening the construction of the new medical discipline. Specifically, there is a need to actively adapt to the new developments in medicine and the health industry, and to focus on building disciplines in areas with a shortage of professionals, such as smart medicine, Internet healthcare, and medical devices. Additionally, the medical field should target the cutting edge of medical science and technology and promote deep interdisciplinary integration with fields like science, engineering, and the humanities. Secondly, at the regional level, an innovation-driven development strategy must be adopted. This involves advancing education, scientific research, and talent cultivation simultaneously, with a focus on transforming the advantages in scientific education and talent resources into advantages for innovative development. Thirdly, at the societal level, the demand for medical talent is no longer limited to those working in medical care, such as doctors and nurses. Influenced by the "big health" concept, the demand for medical talent has diversified and become more coordinated. Finally, at the individual level, current university students are from the post-2000 generation, often referred to as "digital natives." Influenced by the big data era, they have an increasing dependence on and demand for data. They tend to favor English proficiency assessments empowered by digital technologies.

4.2 Defining Teaching Objectives Aligned with the "Global Competence" Framework of Medical Higher Education Institutions Based on Regional Development Contexts

In recent years, the teaching team at the author's institution, guided by the "global competence" framework for medical higher education institutions, has piloted the integration of ideological and political education into university English courses for the 2023 cohort. Specifically, this approach has been tested in the 2023 University English I (see Table 2) and 2023 University English II (see Table 3), with the aim of exploring and improving the integrated teaching model for university English courses and developing teaching objectives for each unit.

Table 2. Specific Content of the Integrated Ideological and Political Education Model for the 2023 University English I Course

Textbook Unit	Knowledge Theme	Attitude and Value Cultivation	Action	Reading Skills	Writing Skills	Speaking Skills	Listening Skills
1	Freshstart	Sense of Responsibility	Time Planning	Pre-reading	Paragraph Structure	Audience Analysis	Listening for Main Idea
3	Heroesofourtime	Sense of Mission	Problem Solving	Scanning	Using Data as Evidence	Supporting Arguments with Data	Listening for Key Details
4	Socialmediamatters	Cultural Confidence	Execution Ability	Understanding Key Words	Using Examples as Evidence	Supporting Arguments with Examples	Listening for Examples
6	Winningisnoteverything	Keeping Calm While Communicating Across Cultures	Problem Analysis	Skimming	Writing in Chronological Order	Organizing Speech Chronologically	Listening for Time-Related Signals

Table 3. Specific Content of the Integrated Ideological and Political Education Model for the 2023 University English II Course

Textbook Unit	Knowledge Theme	Attitude and Value Cultivation	Action	Reading Skills	Writing Skills	Speaking Skills	Listening Skills
1	Languagein mission	Tolerating Different Cultural Values and Coexisting with Them	Error Analysis	Key Words	Paragraph Structure	Giving and Responding to Suggestions	Using Mind Mapping for Note-Taking
2	Exploring collegemajors	Understanding and Appreciating Diversity	Career Planning	Key Details	Narrative Writing	Narrating in Chronological Order	Identifying Sequence Signals in Narratives
3	Theyoung generation: makinga difference	Global Thinking and Global Vision	Execution Ability	Predicting Author's Attitude	Example-based Writing	Complaints and Responses	Listening for Author's Attitude
5	Strivingfor financialhealth	Willingness to Accept and Learn New Things	Financial Management	Literal and Implied Meanings	Contrast Writing	Expressing Likes and Dislikes	Using T-Chart for Note-Taking

4.3 Integrating Region-Specific Ideological and Political Resources into English Teaching Practices Based on the Framework of Global Competence

With the ongoing deepening of globalization, the cultivation of cross-cultural communication skills for medical university students has become a crucial component of English ideological and political education. Teachers should not only integrate traditional Chinese culture into university English teaching but also focus on exploring and integrating the ideological and political resources from their region and school. This approach will make university English courses more humanistic, helping students better understand and master cultural knowledge of their country and region, and recognize the unique value and charm of Chinese culture, regional culture, and school-based culture.

4.4 Using Digital Empowerment to Set "Scenario-evoked Output" Tasks and Evaluation Systems under the Framework of "Global Competence"

In their instructional design, teachers should actively respond to the changes brought by the AI wave and organically integrate the concept of AI empowerment into the design of each unit. Based on an output-oriented approach, teachers primarily use AI-related tools throughout the entire teaching process, including lesson preparation, teaching, and evaluation.

They set up "scenario-evoked output" tasks and evaluation systems for each unit, realizing the integration of teaching, learning, and assessment within the "global competence" framework.

The integration of global competence into the English ideological and political education in Chinese medical universities has injected new vitality into the field. From the comprehensive analysis of tiered needs, the diversity of teaching goals, the richness of teaching resources, to the digital empowerment of teaching methods, medical students' comprehensive literacy in the context of globalization has been significantly enhanced. This approach also provides a feasible path for the high-quality development of English ideological and political education in medical universities.

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